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GRADE OUTLINES.

FIRST GRADE.

BERTHA PAYNE.

Geography.—During the fall quarter the children traced the foods found commonly upon the table to the farm. We shall follow this in the winter quarter by finding where the tropical fruits are grown that are brought to us in the winter; under what conditions they are grown; how they are brought to us; and how and where they are stored. To furnish experiences on this subject we shall visit the conservatory in Washington Park, where bananas are ripening, and where other tropical plants are growing. The temperature and humidity of the atmosphere will be noted, pictures of the plants painted, and general growth-tendencies observed. A cold-storage plant will also be visited and an excursion made to the freight-houses of one of the railroads. The museum will be visited to find the kind of homes built by people living in a warm climate, where the trees grow in these fern- and palm-like forms.

From this set of conditions we shall go to those most strongly contrasted in climate and the consequent environment, which of course is found among the Eskimos, where the geographic conditions of long nights, short summer season, extreme cold, and meager plant life will be made as vivid as possible. To build up a picture of these conditions and the life necessitated by them, the children will be taken to see the Eskimo exhibit in the museum; this will be supplemented by pictures and literature.

History.—Our own houses will be compared with those of the tropics and with those of the Eskimos in material, form, lighting, heating, and furnishing, as they have been compared before with the Indian wigwam and pueblo. In each case the conditions found in climate, plants, animals, and stores or supplies will be presented vividly, and the children left to guess at the probable or possible solution to the problems that these people face in securing the necessities of life. After this the models, pictures, and stories will again be studied to verify and correct their own suppositions. To round out the work the children will construct small models of an Eskimo and of a Yucatanese or Hawaiian village, to be given to the children in a neighboring hospital.

Manual training and applied arts.—The wooden doll-houses begun in October will probably be ready by the first of January for the staircase, which is the most difficult piece of work encountered in construction, involv-

ing much calculation, measurement, and actual manipulation of the material. The walls will be covered with paper of the children's own designing, carried out in water-color. In the course of this designing the children will see some of the best papers of which samples can be obtained. Glass will be fitted to the window openings, which they made last quarter. The making of glass will be touched upon, since this use and their previous experiments with quartz, lime, and sand have prepared the way.

In making furniture for the houses and in laying the dining-room floors the beauty and variety of woods will receive some attention as well as the proportion and form of the articles themselves.

For the kitchen floors oil-cloth may be designed, and for the parlor floors rugs will be woven.

Nature study.—The sorting and testing of minerals, which was begun in the fall quarter, will be continued in the examination of metal ores and metals; lead will be used for casting car wheels for small cars to be used in playing with the village arranged from their doll-houses in the spring.

Evaporation will be more closely watched, and the formation of rain and dew by condensation discovered. Turbid water from the aquarium and lake will be examined, and the children will find ways of purifying it; precipitation, filtration, boiling, and condensation, or distillation, will be tried. The boiling-point will be tried by the thermometer.

The daily weather record will include a more definite record of temperature; the freezing-point will be found and the children will learn to read the thermometer above and below this point.

In making the floors and the furniture of the doll-houses the children will examine different woods, distinguishing them by odor, color, and grain. They will test their hardness and tenacity, and identify them with the growing trees of native woods. In March the children will make maple sugar, and will watch the budding and blossoming of the oak, willow, horse-chestnut, maple, and elm, and paint them in different stages of vernalization.

Home economics.—Eggs and cornstarch will be cooked to give experience in seeing the change take place in protein and starch under influence of heat. Cocoa will be made for luncheon. The dried apples that were prepared in October will be cooked into apple sauce, and apple tarts made and served to the children of the second grade. The amount of water absorbed by the evaporated apples will be measured and compared with the loss in weight during the drying process. Lemonade will be made and corn will be parched.

Number.—The children will use the quart, pint, and gill measures frequently in the cooking lessons and in other work. The use of the footrule in the making of cook-books and dictionaries, and in the furniture-making and other construction will familiarize the children with the addition and subtraction of numbers from one to eighteen, and also with the fractional parts of these numbers. The thermometer is another source of number work. Each

one of the children deposits one dollar a month with the teacher, from which sum the money for cocoa or milk at the daily luncheon and for the replenishing of desk supplies is taken. The children will each be given in lieu of this dollar the same sum in toy money, out of which they will pay their bills at the end of the week, and later will keep their own accounts. This again furnishes concrete work in addition, subtraction, and multiplication. The terms "cent," "nickel," "dime," "quarter," and "half-dollar" will gradually get their valuation in terms of materials used and their relative numeric value. The notation of any numbers will be given whenever either a temporary or a permanent record is needed. In addition to this use of number in real measurement, the children will have these facts of number repeated in number games which they enjoy as they do any games, and which will be useful in memorizing and quickly recalling these facts which they have acquired slowly in cooking, experimenting, and making.

Literature.—While the stories will be selected in the main for literary merit and childlike character, some will be told which may illuminate or add beauty and fancy to things and phenomena met in their work, such as the story of the forging of the sword in *Siegfried*, or Hawthorne's version of King Midas or "The Golden Touch," the story of "The Walnut Tree that Wanted to Bear Tulips" from *Cat Tails and Other Tales*, the legend of the poplar tree from *Nature Myths and Stories* (Cooke). Some of the *Jungle Stories* will be read to the children, and they will read some of *Æsop's Fables*.

Reading.—Words and sentences will be written upon the blackboard in all the work, wherever they can be made to serve as a record or be referred to again and again in a lesson. The directions for cooking and for measurements and moves in manual training and construction will be written upon the blackboard and used instead of the spoken directions. In reviewing the results of any piece of work or experiment the outcome will be written upon the blackboard in the children's words, read, and then printed and used again as a reading lesson. They will also have short stories to read.

Games in phonics and rhyme-making will take the same place in reference to reading that the number drills do to number.

Painting.—Stories will be illustrated, and pictures of the landscape will be painted from time to time; drawings will be made as working plans and to fill the place of oral description.

SECOND GRADE.

CLARA ISABEL MITCHELL.

THE outline of work for the second quarter is a continuation of that for the first, published in December. It is based upon (1) the social life of the community, its work and play, especially that in which the children have a conscious part; (2) the natural environment.